**Establishing Mentoring Relationships in Undergraduate Research & Creative Activities**

[Undergraduate Research Mentorship Contract Template,v 1](#_Toc184982533)

[Student as Scholar, What Does that Mean? 2](#_Toc184982534)

[What Does it Mean to be a Mentor? 3](#_Toc184982535)

**Mentorship** is an essential part of EURēCA! programs in the [Office of Undergraduate Research and Creative Activities](https://www.ucdenver.edu/lynxconnect/undergraduate-research) (URCA). Across studies, students report the most important aspect of their undergraduate research experience is their **mentoring relationships.[[1]](#endnote-2)**  These experiences are intended to nurture the intellectual and scholarly development of our students, which requires active investment from their mentor. [**Click here to access additional mentorship resources.**](https://drive.google.com/drive/folders/1NFalArY9Ia6jJ_tqRzCboFVo7XqH65pT?usp=sharing)

**Questions?** Reach out: undergrad.research@ucdenver.edu | 303-315-4000

## Undergraduate Research Mentorship Contract Template[[2]](#endnote-3),v

**This contract is intended to serve as a guideline to facilitate communications between the mentee and mentor.** URCA recommends the document be thoroughly reviewed and completed by the mentee and faculty mentor individually, and then jointly reviewed, discussed, and agreed upon. Mentoring plans can include but are not limited to the topics below.

1. What are the main responsibilities of the undergraduate researcher in this project (including hours)?
2. What are the responsibilities of the mentor in this research project? What skills will the mentor teach the mentee?
3. What are the expectations for the project? What is the timeline for completing the key components of the research project? How will you measure progress?
4. In what form and how often will the undergraduate researcher document and report their research work to the mentor?
5. Describe the measurable final product(s) that will serve as the goal(s) for this project (data set, research paper, presentation, article, etc.)?
6. What expectations does the mentee have of the mentor?
7. What expectations does the mentor have of the mentee?
8. What type of assistance does the mentee want from the mentor in achieving their career goals during their time working together? Where does the mentee hope their career will have taken them in five years?
9. How often will you meet? When and where? For how long?
10. Who will be responsible for scheduling the meetings?
11. What will meeting topics include?
12. What will be the ground rules for discussions? (E.g., confidentiality, openness, truthfulness, etc.)

1. In what form and how often will the mentor provide constructive feedback to the mentee?
2. If problems arise, how will they be resolved?
3. Any concerns the mentee wants discussed and resolved?
4. Any concerns the mentors want discussed and resolved?
5. We have agreed that our initial meetings will focus on these three topics:
	1.
	2.
6. Any additional areas/issues you want to discuss and agree to?

Mentee Signature, Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mentor Signature, Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Student as Scholar, ­What Does that Mean?

One key aspect in student development into scholars is **mentorship**. Through this experience you can expect to be given individualized training from your mentor as they introduce you to the world of scholarship in their discipline.

* With guidance from their mentors, students in EURēCA! programs students will engage in key elements of research and scholarship, learning to distinguish between personal beliefs and evidence as well as to situate the concepts, practices, and results of their work within a broader context.
* Mentees can expect to develop both discipline-specific and transferable career skills through the techniques and methodologies needed to address questions in their field and professional skills such as creativity, judgement, communication, organization, and persistence, among others.[[3]](#endnote-4)
* Students will receive guidance as they plan future careers. Mentors will help students understand becoming a professional in their discipline and aid in setting goals and milestones. URCA is here to help students connect with additional training opportunities.
* Students will learn to communicate and share their work coherently to a variety of audiences from one-on-one meetings to the annual Research and Creative Activities Symposium (RaCAS).
* Mentees should seek to develop an authentic relationship with their mentor. Communication is key to this dynamic. Just as you are depending on your mentor to train you as a scholar, they are depending on you to complete an aspect of their own scholarship. Set expectations early, hold yourself accountable, and work together to come up with a plan.

## What Does it Mean to be a Mentor?

* Mentors are essential in ensuring the success of a student’s scholarly experience. For some students, their EURēCA! Mentor will be the first individual to intellectually engage them outside of the classroom.
* Mentors provide opportunities for students to participate in research, creative, and other scholarly activities where students gain both discipline-specific and transferable career skills. Mentors play an essential role in teaching students the techniques and methodologies that will prepare them to address relevant questions in their field, as well as professional skills such as creativity, judgement, communication, organization, and persistence, among others.[[4]](#endnote-5)
* Mentors provide guidance to students as they plan their training trajectories by elucidating what is needed to become a professional in their discipline and by helping to set goals and milestones. In doing so, mentors train a new generation of scholars and practitioners. They also facilitate dissemination of the outcomes from these activities, encouraging students to present at group meetings, attend conferences, and contribute to publications or other professional works.
* Mentors should gain personal satisfaction from working with students. Watching students gain new skills, mature intellectually, and begin contributing original ideas to their discipline are all part of the joys of mentoring.
1. Temple, L., Sibley, T.Q., & Orr, A.J. (2010). How to mentor undergraduate researchers. Washington: Council on Undergraduate Research [↑](#endnote-ref-2)
2. Hook, Edward W III and Audrey Wrenn. UAB Center for Clinical and Translational Science Mentoring Contract. http://www.uab.edu/ccts/TrainingAndEduc/Documents/Mentor%20Contract%20- %203%20pages.pdf)

v https://www.luc.edu/lurop/formentors/formentorsandresearchers/ [↑](#endnote-ref-3)
3. Showman, A., et al. (2013). Five essential skills for every undergraduate researcher. Council on Undergraduate Research Quarterly [↑](#endnote-ref-4)
4. Showman, A., et al. (2013). Five essential skills for every undergraduate researcher. Council on Undergraduate Research Quarterly [↑](#endnote-ref-5)